

Career Foundations Overview

SPRING-SUMMER 2015

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We have an urgent need to improve adult transitions into college and careers

**By 2020, 67%
of jobs will
require a
college degree
or certificate**

**3 million IL
adults don't
have education
beyond high
school**

**Of 100 future
jobs, 24 will go
unfilled**

How can providers help students maximize their time and efforts in an adult education program?

Moving from this...

- Few linkages between adult education curriculum and college coursework
- Lack of information about what you can study in college
- No clear connection made between level of education and expected earnings
- Common view of adult ed as classes and courses without any particular end goal, other than passing the GED®/high school equivalency test
- Self image as not “college material”

...to this:

- High student awareness of pathways and expectations beyond GED®/high school equivalency
- College transition is a goal discussed throughout a student’s tenure in the program and encouraged in every way possible
- Relevance of adult education curriculum to future college coursework
- Opportunity to begin college with support while in adult education
- Increased sense of self-efficacy

Career Foundations moves students sequentially from self-awareness to awareness of educational opportunities and how to plan for them

Course outline includes:

- Setting course goals
- Identifying transferable skills—skills you are already using at home, at work, and/or in your community
- Identifying values and interests
- Setting financial goals
- Exploring City Colleges of Chicago career focus areas and pathways
- Learning about promising local sectors and job market
- Developing a plan to get to college – **including adult education transition programs** (Bridges, Gateway)
- Learning about college support services
- Creating a timeline
- Course portfolio class presentation

The course consists of 32 contact hours and is flexible enough to be offered in various formats

- Preferred format: Twice a week (two 2-hour classes per week for 8 weeks), supplemental to regular ESL or ABE/ASE instruction
- Other possible formats:
 - Once a week (one 4-hour class per week for 8 weeks), supplemental
 - Intensive (8 hours per week for 4 weeks, as an orientation class for new students not yet enrolled in regular fixed-entry classes)
- Selected components used as stand-alone activities (if insufficient time or resources to schedule as a class)
- Expansion to 48 hours possible if program wishes to offer more in-depth exploration and skills development

The intended audience for Career Foundations is the intermediate level adult education population (below transition readiness)

- ABE students at Low Intermediate level (grade equivalent 4.0-5.9) and up
- ESL students at High Intermediate and up
- Students interested in bridges who are not yet at required 6.0 grade equivalent
- A program's existing adult education students
- New audiences, particularly adults who are interested in connections to job training or in becoming college-ready
- Students currently at community based organizations who would like to learn about opportunities available at their local community college
- Participants in workforce development programs